

Berea Middle

151 Berea Middle School Road
Greenville, SC 29617

Grades 6-8 Middle School

Enrollment 885 Students

Principal Dr. Judy Davis 864-355-1700

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	31	8

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

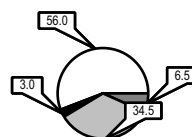
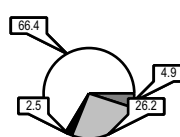
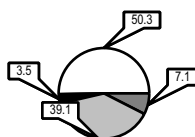
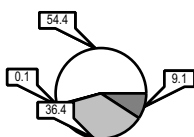
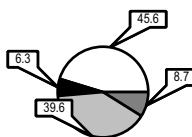
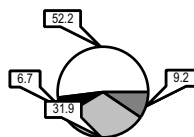
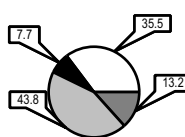
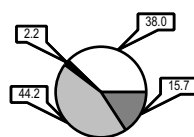
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.9	92.8
English 1	92.3	89.2
Biology 1/Applied Biology 2	N/A	53.4
Physical Science	N/A	30.3
All Subjects	95.6	89.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	896	94.9	54.3	36.4	9.1	0.1	15.9	No	Yes
Gender									
Male	455	94.1	63.5	31.1	5.1	0.3	10.8	N/A	N/A
Female	441	95.7	45.1	41.8	13.0	0.0	20.9	N/A	N/A
Racial/Ethnic Group									
White	363	95.6	42.9	42.0	15.1	0.0	24.0	No	Yes
African American	387	93.8	66.3	29.7	4.0	0.0	9.0	No	Yes
Asian/Pacific Islander	11	100.0	20.0	80.0	0.0	0.0	10.0	I/S	I/S
Hispanic	133	95.5	57.3	35.5	6.4	0.9	11.8	No	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	735	98.9	49.0	40.5	10.4	0.2	18.2	N/A	N/A
Disabled	161	76.4	88.1	10.9	1.0	0.0	1.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	896	94.9	54.3	36.4	9.1	0.1	15.9	N/A	N/A
English Proficiency									
Limited English Proficient	68	97.1	73.2	25.0	1.8	0.0	5.4	No	Yes
Non-Limited English Proficient	828	94.7	52.8	37.4	9.7	0.1	16.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	633	93.4	59.8	33.7	6.3	0.2	11.6	No	Yes
Full-pay meals	263	98.5	43.5	41.9	14.6	0.0	24.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	896	94.8	48.2	40.7	7.5	3.7	20.4	No	Yes
Gender									
Male	455	94.3	51.5	38.5	5.7	4.3	19.0	N/A	N/A
Female	441	95.2	44.8	42.9	9.3	3.0	21.9	N/A	N/A
Racial/Ethnic Group									
White	363	94.5	33.9	50.8	10.2	5.1	28.4	Yes	Yes
African American	387	93.5	64.0	30.7	3.7	1.7	10.7	No	Yes
Asian/Pacific Islander	11	100.0	40.0	40.0	10.0	10.0	30.0	I/S	I/S
Hispanic	133	98.5	45.9	39.6	9.9	4.5	23.4	No	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	735	99.2	43.2	44.0	8.6	4.2	23.2	N/A	N/A
Disabled	161	74.5	80.6	19.4	0.0	0.0	2.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	896	94.8	48.2	40.7	7.5	3.7	20.4	N/A	N/A
English Proficiency									
Limited English Proficient	68	98.5	64.9	31.6	3.5	0.0	10.5	No	Yes
Non-Limited English Proficient	828	94.4	46.8	41.4	7.8	4.0	21.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	633	93.5	53.8	37.5	5.9	2.9	16.7	No	Yes
Full-pay meals	263	97.7	36.9	47.1	10.7	5.3	27.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	895	95.4	66.1	26.4	5.0	2.5	7.5
Gender							
Male	455	94.7	68.1	22.6	6.2	3.1	9.3
Female	440	96.1	64.1	30.3	3.7	1.9	5.6
Racial/Ethnic Group							
White	363	96.1	53.1	35.6	7.7	3.7	11.3
African American	386	94.6	79.6	17.0	1.9	1.6	3.5
Asian/Pacific Islander	11	100.0	40.0	50.0	10.0	0.0	10.0
Hispanic	133	95.5	68.2	24.5	5.5	1.8	7.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	735	98.9	61.3	29.8	6.0	3.0	8.9
Disabled	160	79.4	90.6	9.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	895	95.4	66.1	26.4	5.0	2.5	7.5
English Proficiency							
Limited English Proficient	68	97.1	87.7	10.5	1.8	0.0	1.8
Non-Limited English Proficient	827	95.3	64.4	27.7	5.2	2.7	7.9
Socio-Economic Status							
Subsidized meals	632	94.0	71.8	22.0	4.2	1.9	6.2
Full-pay meals	263	98.9	54.3	35.6	6.5	3.6	10.1

Social Studies							
All Students	896	95.6	55.7	34.7	6.5	3.0	9.5
Gender							
Male	455	95.2	59.4	30.6	6.7	3.3	10.0
Female	441	96.1	52.0	39.0	6.4	2.7	9.0
Racial/Ethnic Group							
White	363	96.1	44.3	41.6	8.9	5.2	14.1
African American	387	94.8	69.4	25.9	4.1	0.6	4.7
Asian/Pacific Islander	11	100.0	30.0	50.0	20.0	0.0	20.0
Hispanic	133	96.2	52.3	38.7	5.4	3.6	9.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	735	98.9	50.9	37.9	7.5	3.6	11.1
Disabled	161	80.7	79.7	18.8	1.6	0.0	1.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	896	95.6	55.7	34.7	6.5	3.0	9.5
English Proficiency							
Limited English Proficient	68	97.1	68.4	29.8	1.8	0.0	1.8
Non-Limited English Proficient	828	95.5	54.7	35.1	6.9	3.2	10.2
Socio-Economic Status							
Subsidized meals	633	94.3	61.5	31.6	4.8	2.1	6.9
Full-pay meals	263	98.9	43.7	41.3	10.1	4.9	15.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	98.0	52.7	35.0	11.5	0.8	12.3
	7	297	98.3	51.0	42.8	5.8	0.4	6.2
	8	312	99.7	48.1	41.0	10.2	0.7	11.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	95.0	63.4	28.9	7.8	0.0	7.8
	7	311	95.8	46.2	40.7	12.6	0.4	13.0
	8	306	93.8	54.2	39.1	6.7	0.0	6.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	99.7	35.7	41.8	17.1	5.3	22.4
	7	297	98.7	49.8	37.4	7.8	5.1	12.8
	8	313	99.7	52.5	41.5	5.6	0.4	6.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	95.7	53.2	36.5	6.4	3.9	10.3
	7	311	95.2	37.5	47.0	12.0	3.6	15.5
	8	306	93.5	54.2	38.2	4.0	3.6	7.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	99.0	66.2	27.0	5.3	1.5	6.8
	7	297	98.3	65.4	24.5	5.4	4.7	10.1
	8	313	99.4	61.8	31.4	4.9	1.8	6.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	96.1	76.2	18.8	3.3	1.7	5.0
	7	311	96.1	57.6	30.5	8.0	3.8	11.8
	8	305	94.1	65.5	29.2	3.4	1.9	5.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	98.7	52.5	38.4	4.9	4.2	9.1
	7	297	97.3	59.2	31.4	7.1	2.4	9.4
	8	313	99.4	54.9	39.4	4.9	0.7	5.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	95.7	57.6	37.0	4.2	1.3	5.5
	7	311	96.1	58.9	29.3	5.7	6.1	11.8
	8	306	95.1	50.9	38.1	9.4	1.5	10.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 885)				
Students enrolled in high school credit courses (grades 7 & 8)	9.2%	Down from 20.0%	14.5%	16.7%
Retention rate	1.5%	Down from 2.6%	2.8%	2.5%
Attendance rate	94.7%	Up from 94.4%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Down from 4.2%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%	Up from 4.0%	2.0%	1.0%
Eligible for gifted and talented	10.5%	Down from 13.0%	12.2%	15.6%
On academic plans	63.6%	N/AV	51.9%	39.9%
On academic probation	5.3%	N/AV	1.4%	0.7%
With disabilities other than speech	15.4%	Down from 18.0%	13.5%	12.4%
Older than usual for grade	6.4%	Up from 5.5%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.2%	Up from 7.0%	0.9%	0.9%
Annual dropout rate	0.2%	No change	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	56.7%	Up from 50.0%	50.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.5%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	9.5%	Down from 16.2%	8.3%	5.6%
Teachers returning from previous year	79.3%	Down from 80.1%	82.3%	84.6%
Teacher attendance rate	94.1%	Down from 94.6%	94.9%	94.8%
Average teacher salary	\$40,876	Up 1.8%	\$41,313	\$42,267
Prof. development days/teacher	10.1 days	Down from 12.0 days	11.4 days	11.9 days
School				
Principal's years at school	4.0	Up from 3.0	3.3	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.6 to 1	20.2 to 1	21.1 to 1
Prime instructional time	86.9%	Down from 87.7%	88.8%	89.0%
Dollars spent per pupil*	\$6,972	Up 33.1%	\$6,302	\$6,243
Percent of expenditures for teacher salaries*	46.2%	Down from 60.8%	59.2%	59.8%
Percent of expenditures for instruction*	72.5%		63.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	94.0%	Up from 81.4%	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berea Middle School has a very diverse population in northern Greenville County. The school has focused on several key initiatives to increase the performance of our students. The commitment of the staff, parents, and students makes this school a great place.

Our students participated in MAP testing this year for the first time. The priority need for our school remains reading. This information helps the school address the needs of the students. Our book giveaways, graduate classes, reading class, and journalism class were all created to meet this need.

Another initiative is the introduction of a one-to-one laptop program. Each student is eligible to check out a laptop, portable modem, and a backpack. This allows students to extend their learning into the home through web-based instruction and extended assignments.

We addressed the school's climate and character through a State Department School Improvement Grant. We have adopted the Positive Behavior Intervention Supports model. Staff and students worked to build the behavior matrix and incentive program. There was a measurable decrease in student disciplinary infractions as a result of this program.

Other initiatives included a Spanish for Educators class, a Furman Writing class, an increase in Furman tutors, and a tremendous increase in parent participation in school events.

Jeff Packard, SIC Chairperson
Michael Sinclair, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	98	79
Percent satisfied with learning environment	71.4%	77.6%	84.0%
Percent satisfied with social and physical environment	86.0%	79.6%	76.6%
Percent satisfied with school-home relations	46.4%	88.5%	81.8%

*Only students at the highest middle school grade level at this school and their parents were included.